DOCUMENT RESUME

ED 376 666 EC 303 496

AUTHOR Kopfstein, Rosalind
TITLE Inservice Education for Interdisciplinary Teamwork: Training and Evaluating Teams.
PUB DATE [94]
NOTE 19p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Developmental Disabilities; Group Dynamics; *Human Services; *Inservice Education; Sheltered Workshops; Staff Development; *Team Training; *Teamwork

ABSTRACT

Three agency teams at an ARC sheltered workshop providing comprehensive services to individuals with developmental disabilities and their families were surveyed about the dynamics of the team process and then received inservice training on the team process and on evaluating teams. The inservice training included lecture, discussion, role play, and exercises. It addressed: definition, benefits, and myths of teams; requirements of teamwork; barriers and problems of teamwork; and communication and decision making techniques. Training on the teamwork evaluation process addressed the Factors Model and use of a team evaluation form. All three teams showed significant improvement in their functioning. The paper concludes that interdisciplinary teamwork is an integral component of agency practice and is not adequately presented in preservice education or agency inservice programs, and that all levels of staff, from direct care to top management, can benefit from teamwork training. Various handouts are appended. (Contains 24 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 376 666

INSERVICE EDUCATION FOR INTERDISCIPLINARY TEAMWORK TRAINING AND EVALUATING TEAMS

BY
Rosalind Kopfstein, DSW, MSW

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Rosalind Kopfstein
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

EC 303 496

BEST COPY AVAILABLE

INTRODUCTION

Interdisciplinary teams teach, learn and work together, but calling a group of professionals a team does not make them so. Teamwork requires practice, performance, and evaluation. If groups such as basketball teams or orchestras are compared to human services teams, one realizes that these groups continually practice, perform and then review what should change for future events while human services teams usually do not.

The consensus of the literature suggests that many teams do not function as well as they might due to a number of factors:

- Limited preparation is given in undergraduate and graduate coursework. Preservice or college-level education offers limited content on interdisciplinary teamwork (Courtnage & Smith-Davis, 1987). In a survey of undergraduate and graduate programs in eight disciplines including special education and social work, Bailey, Simeonsson, Yoder and Huntington (1990) found limited course content on inter-disciplinary teamwork. Classroom instruction ranged from 8.6 to 11.4 hours.

  In a survey of 360 special education teacher training programs, more than half did not offer any courses on teamwork. The authors found that teamwork material was incorporated in current course work as a low priority subject area (Courtnage & Smith-Davis, 1987). Kane (1976) surveyed MSW programs and found that 50% of schools included a strong emphasis on interdisciplinary practice in the field placement. However, she expected to find a higher percentage, and teamwork content was emphasized in health related courses.

- Agencies spend limited time on training about team dynamics. Many professionals are highly motivated and therefore seek out courses on specific topics (Golin & Ducanis, 1981). However, many of the courses are discipline-specific and do not promote interprofessional understanding and collaboration.

  Professionals are not being offered the opportunity to learn along with other disciplines and are not enhancing interdisciplinary knowledge and learning about values of other professions (Bailey, Simeonsson, Yoder & Huntington, 1990; Houle, Cyphert & Boggs, 1987).

- Team evaluations are rarely conducted.

Teamwork needs commitment, understanding, practice and evaluation to reach higher levels of performance. This paper will provide results of a dissertation about teams, a guideline for training about teams, two tools to evaluate the teamwork process, and recommendations for carrying out the program at your school/agency.

AN INQUIRY ABOUT TEAMS

The Project

Based on a dissertation focused on understanding the dynamics of effective teams, the project proposed two hypotheses: participation in team education is worthwhile; and inservice training program and follow-up evaluation meeting will benefit team performance.

The dissertation was conducted at an ARC sheltered workshop providing comprehensive services to individuals with Developmental Disabilities and their families. Three agency teams were the focus of the project: Intake, Respite, and Department Head teams were studied (Kopfstein, 1994).

The project used a pre-test/ post-test format. The pre-test included observing each team and rating and audiotaping two meetings; participants also filled out a questionnaire asking about the dynamics of the team process.

Next, an Inservice Training Program and training on evaluating teams was given in two sessions - a total of four hours of presentation. Three months later, this researcher returned to observe the teams in action and again rated and audiotaped the groups. Post-test surveys were completed.

Results of the Training

All three teams showed statistically significant improvement in their functioning. Post-test observation sessions also showed recognition of team problems and improvement in each team's operations. The statistical tests run rejected the null hypotheses at the .007 level for the student's t-test, at the .025 level for the Median Test, at the .01 level for the Mann-Whitney U Test, at the .05 level for the Kolmogorov-Smirnov Test. Statistics clearly demonstrated that team functioning had significantly improved following the inservice training and team evaluation interventions.

INSERVICE EDUCATION FOR INTERDISCIPLINARY TEAMWORK

The Curriculum

The curriculum was developed based on a literature review of teamwork, focus group discussions, and pre-test questionnaire responses. The curriculum was specifically developed for the groups to be trained. The curriculum included the theory and practice of team operations, communication, decision-making and problem-solving techniques (Abelson, & Woodman, 1983; Garner, 1988; Kane, 1980; Larson, & LaFasto, 1989; Tichy, 1974). Appendix A provides a detailed outline of the program.

The inservice material was presented by lecture, discussion and exercises. One role play and two exercises were incorporated so that staff could immediately apply this theoretical experience to a real-life situation. Staff were encouraged to incorporate this theoretical material when conducting their team meetings.

The inservice training was given in two separate presentations. Part I was the large group inservice training about teamwork. Part II encompassed information on evaluating teams and was presented to each of the teams participating in the project.

Introduction: Definition/Benefits/Myths of Teams

The beginning of the session was an introduction to the topic of the day. The presentation began with the idea that teamwork is practice, performance and evaluation. Examples of both good and bad experiences on teams helped to illustrate common teamwork problems. Handouts were provided to all participants including the definition of teamwork and communication; information about styles of decision-making and problem-solving techniques; a description of the roles we play on Teams; and characteristics of effective teams.

The introduction also included the definition, the benefits, the myths of teamwork, and stages of team development (Allen, Holm, & Schiefelbach, 1978). The first exercise asked participants to mark off the three most important characteristics of effective teams on a checklist that was circulated among the group. The items checked off were then tabulated and discussed at the end of the session. Staff members indicated the most important characteristics of teamwork were:

- Clear Goals and a Common Purpose
- Feeling Respected
- A Collaborative Environment
- Free to Express Oneself

Requirements of Teamwork and Roles We Play

The next topic was "what does teamwork require?" Ideas presented were a listing of ideas uncovered in the literature review. The presentation focused on the concepts of being included, being respected and being liked as critical interpersonal aspects of team trust and team cohesiveness (Anderlini, 1979; Lynch, 1991).

A discussion about roles of team members was conducted covering role expectation, role conception, role acceptance, and role behavior. Members were asked to reflect on the roles they play or had played on teams to understand why they acted in particular ways on particular teams. This section encouraged members to actively discuss their varied roles on different teams. Appendix B provides the positive and negative role descriptions (Briggs, 1973).

Barriers /Problems/ Dilemmas of Teamwork

The next section presented problems and barriers to teamwork. A discussion followed concerning what prevents teams from being productive and what inhibits members from fully participating. A listing of teamwork problems was placed on an easel board at the presentation and generated much discussion. Participants also listed the most frequent problems of teamwork they encountered (Dyer, 1987; Lowe, & Herranen, 1981; Sands, & Stafford, & McClelland, 1990). Problems listed were:

- Communication
- Role Confusion and Overlap
- Poor Leadership
- Time (never enough)
- Too Many Bosses
- Not Being Prepared for Meetings

The next topic covered dilemmas of teamwork including: cooperation vs. competition, consensus vs. conformity and trust vs. mistrust. Barriers reviewed were different philosophy and orientation of member's professions, powerful professional identities, role conflict and ambiguity, resistance to change, and lack of time and resources. In addition, participants were asked to reflect on the conflicting obligations and expectations of team members. They were asked, "In whose best interest were decisions made - for the student, for the family, for the superintendent, for the school system?"

To summarize the introductory information, the participants were asked: Is the stage set for healthy teamwork ? If not, the team needs to review its value orientation, structure and team member roles. Next, the team needs to examine its patterns of communication and decision-making techniques to correct any problems.

Communication/ Decision Making Techniques

The next major part of the inservice training presented information about how teams communicate, how they make decisions and resolve conflicts. This part of the presentation began with a brief communication exercise. Working in small groups, members were asked to make a statement to the small group about teamwork problems. Another group member would then have to restate the previous member's opinion and then state his/her ideas until each member participated. Any topic could be used for this exercise. In reviewing the exercise with all participants, many members accurately restated the ideas, while others were not precise. The purpose of the exercise was to illustrate communication tasks of sending and receiving clear messages.

Information about communication was presented by lecture, discussion and handouts. Rules of effective communication were emphasized including active listening skills, perception checking and use of jargon. Examples of poor communication styles were given.

The next topic covered decision-making techniques and included question such as: is conflict inevitable on teams?; are decisions driven by consumer needs or agency demands?; are conflicts allowed to be expressed?; what role do you play when decisions are needed? A review of decision-making styles covering brainstorming, hierarchical decision-making, majority/minority voting and problem-solving methods was presented. The steps involved in problem-solving processes were also discussed (Pfeiffer, 1981).

Role Play

A role play was conducted and was a particularly enjoyable part of the session. Many role players greatly exaggerated the negative parts they were playing. The participants were divided into small groups and were handed an index card with a specific negative or positive role along with a brief explanation of how to interpret the role. Some of the roles included: the authoritarian, the special pleader, the gate-keeper, the harmonizer, the joker, the blocker, the monopolizer, the fact-finder, the expresser of team feelings, the standards setter, and the compromiser. An equal number of negative and positive co-leader and team member roles were delegated to each group. A scenario could easily be developed for your specific school or agency. The small groups were asked to resolve the following scenarios.

1. A parent demands placement or services in your program immediately. There is a waiting list, but this parent has "Influence".

2. Budget concerns are a major problem at the agency. $15,000 must be cut from your department. What will you do?

The role play activity was enthusiastically carried out and lasted for approximately 30 minutes. One week later, a staff member who participated in the training said that the precise role play about a client demanding services actually occurred at a recent meeting. She reported that the role play assisted her anticipating and resolving this sensitive issue.

All of the exercises generated excellent discussions concerning what makes teams work well and what inhibits effective teamwork. There was much agreement on many of the issues presented.

Impact of the Inservice Training

An evaluation form was filled out by all participants. Open-ended questions on the Evaluation Form allowed for more descriptive comments and suggestions for future presentations. Responses to the question - "What was the most important thing that you learned today" encompassed all areas of the training:

- All of it was important
- Keep team discussions focused
- The roles within a team
- The stages a team goes through
- The effectiveness of teams may change when members change
- How disruptive one person can be on a team
- Learning about team communication and active listening skills
- Learning about collaborative teamwork
- Particular dynamics indigenous to all teams
- Team evaluations and the focus on problem-solving

The responses covered all components of the training session, thus signifying that participants incorporated a wide variety of information they needed to know and use in their teamwork practice. Responses to this question suggest that the broad-based and basic information about teamwork practice were very worthwhile to these participants.

Responses to the question "What else would you like to learn about Teamwork" emphasized the need for additional training about different aspects of teamwork. The comments included:

- What strategy to use with specific role types
- How to use these strategies in client meetings
- How to keep teams focused and work within a time limit
- Become more familiar with my personal style in groups
- More information on facilitating group communication

- Troubleshooting when team member roles conflict with goals and interfere with outcomes."

In subsequent visits to the agency, one participant reported that she used the information about teams the following day during a treatment team meeting she was conducting. One participant summed up the impact of the training by saying "I didn't know there was so much to learn about Teamwork". The participants expressed an interest in continuing to enhance their skills in teamwork techniques.

Recommendations

In addition to the information presented about training teams, additional content should be presented, including: specific techniques to resolve interpersonal problems of difficult team members; how to deal with poor communication patterns; and to lead a full problem-solving session with issues generated from the participants. Using a problem list generated by the participants, small group discussions could brainstorm and debate solutions to the identified problems and then report back to the whole group so the different resolutions could be shared by all. The role play generated a host of interpersonal and communication problems, however there was a limited amount of time to process the role play and to generate solutions to the problems developed in the activity.

EVALUATING TEAMS

Part II of the training format concerned evaluating the teamwork process; this information was given to each of the three designated teams participating in the project. This second intervention activity included the presentation of the Factors Model (Appendix C) and the Team Evaluation Form (page .

Factors Model

The Factors Model is a diagram showing the major factors influencing team interactions. This evaluation tool is intended to facilitate understanding various dynamics and factors impacting the team process. In order to effectively assess their team's functioning, members need to understand all three levels of factors. The diagram is composed of three levels to show the most important factors in the center circle: consumer, value base, and organizational setting. The middle circle represents a secondary level of factors affecting most teams which include: parent/guardian/advocate, legal mandate, organizational structure, leadership style, and professional training. The outer circle lists issues that are very team- specific such as: communication processes, decision-making, personal characteristics of team members, roles, and natural history. The Factors Model served as the foundation for the team's internal review.

Team Evaluation Form

The second tool for assessing teams introduced the concept of a formal evaluation of the teamwork process. Teams need to be held accountable for their performance through group discussion and through formal self-evaluation. Major references include Brill (1976), and Bailey (1984) and Vatour and Rucker (1977).

****

TEAM EVALUATION FORM

Date: Team: Participants:

EXPLAIN EACH ANSWER

1. Are this team's purpose and goals clearly understood?

2. Are all members committed to the agreed-upon goal?

3. Is this team composed of members who complement each other; should team functions be rotated?

4. Are roles clearly specified; is there role overlap, confusion or duplication?

5. Describe the leadership style of this team; does the style fit the team's goals?

6. Does this team allow different points of view to emerge? Are differences of opinion and perspectives are valued.

7. Do members feel comfortable and participate readily? Is mutual respect and understanding an important part of the team process?

8. Discuss the communication and decision-making processes used on this team.

9. How are conflicts and disagreements resolved?

10. Is this team reaching its goals? Why or Why not?

11. Overall, how would you rate this team's operations?

12. Plans for enhancing team performance include:

COPYRIGHT **Do Not Use Without Permission of the Author**

****

The Team Evaluation Form was presented individually to the Intake, Respite and Department Head groups. This researcher made the following recommendations for completing the evaluation form:

- Teams complete an evaluation by first filling out the evaluation form using the factors model.
- The forms would then be submitted to this researcher who would summarize the major issues.
- Or the forms could be submitted to the group leader for summarization.
- A team meeting would then be held to discuss the evaluations and create team goals for enhancing team performance.
- In addition, this researcher provided a summary report on team performance based on my observations and on the questionnaire results.

Questions 1 and 2 concern the purpose and goal of the team. Discussions focused on whether the goal and mission of the team were clearly defined, and whether members understood what they were doing.

Questions 3 and 4 review the composition and structure of the team. Issues concerned whether members enhanced or detracted from the team's goal; whether team roles and functions could be rotated; and were team roles clearly understood.

Leadership issues are covered in questions 5 and 6. Discussion is needed to review the style of the team leader including issues of power and control, and tolerance of differing points of view.

Questions 7 asks team members about interpersonal issues. Do members care about each other? Is mutual respect and equal participation an important part of the team process?

Issues concerning communication and decision-making are the topics for questions 8 and 9. Team members need to review their active listening skills along with their ability to problem-solve, debate and reach decisions.

Questions 10 and 11 analyze overall team functioning. The group should develop an in-depth analysis reviewing whole team performance. In rating teams, the group needs to develop a standard of measure to assess its effectiveness. Deciding what measure to use is difficult since each team is unique and cannot be appropriately compared to other teams's performance levels. In this section, issues concerning accountability, and standards of excellence should be covered. The critical questions are: Is there a commitment to the team's goals and is there a sense of team spirit?

The final section asks the team to develop a treatment plan. After assessing team interactions and after completing the Evaluation Guideline, a plan to modify team functioning should be created and carried out.

ADDITIONAL SUGGESTIONS FOR EVALUATING TEAMS

Another strategy to incorporate evaluation into every meeting would be to take five minutes at the end of each meeting to discuss what went well and what did and did not work at the specific meeting. Introducing ongoing evaluations as a routine component to team norms will reduce the resistance to evaluations.

Impact of Evaluating Teams interventions

Each team reacted very differently to the interventions. The Respite Team were an experienced and dedicated staff group which helped them to effectively use and benefit from an evaluation process. The group was open and respectful with each other and thus could effectively review the quality of their meetings. It was exciting to watch this team take advantage of their skills and mutual trust to further enhance their team operations.

The Department Head team chose not to participate in the formal evaluation process of their group. This team felt the evaluation procedures were not applicable to the group's structure and purpose because it is not a decision-making group, only an information-sharing one. This researcher agreed with their decision.

The Intake Team listened to the evaluation report about their group but did not participate in any discussion regarding the recommendations. However, in subsequent observation of their meetings, some of the recommendations were adopted. At the 4th observation and taping session, more comprehensive reports were given and more than one staff member had interviewed the potential applicant.

Intake Team members seemed annoyed by the feedback and were not interested in hearing about how to enhance their intake procedures. There was absolute silence after presenting this report to them. The team seemed distrustful of this researcher's observations regarding their team difficulties and were unwilling to actively participate in any discussions concerning ways to improve their team operations. Interestingly, some of the evaluation recommendations were used at the next meeting.

CONCLUSIONS

Many staff are interested in learning about team dynamics and functioning since teamwork is a major part of their daily activities. Highly functioning teams can

improve team performance through inservice training and evaluation of the team process (Yoshida, 1983).

The team as a group can assess the quality of their interactions through a formal evaluation process.

Interdisciplinary teamwork is an integral component of agency practice and is not adequately presented in college (preservice) education or agency inservice programs.

All levels of staff, from direct care to top management, can benefit from teamwork training.

Team evaluations are best conducted with groups who respect each members' abilities, who are involved in decision-making groups, and who are committed to enhancing their functioning. For groups who have not reached a high level of functioning, limited goals should be set. First, teams should first set out to establish the team's philosophical orientation and its organizational structure of goals and purposes. Following this work, the team should next concentrate on its communication, and decision-making techniques.

The training format is adaptable to different levels of staff, to various levels of education, and to variable time frames. Both agencies and college programs can adapt the material to the required time frame and needs of the participants.

Participants in the inservice sessions and in the evaluating team meetings seemed to benefit from the knowledge acquired and from the feedback about team functioning. The training and evaluating sessions generated active discussion and participation from the attendees.

Teamwork is a critical aspect of human services practice, thus teamwork mandates training, evaluation, and analysis to enhance our ability to operate more effectively in a collaborative atmosphere.

APPENDIX A

Rosalind Kopfstein, DSW ERIC

INSERVICE TRAINING OUTLINE

1. Introduction: The importance of teamwork; purpose of training - to enhance team performance.
   Definition of teams

2. Theory, skill, and dynamics of teamwork

   a. Teamwork is performance, practice and evaluation
   b. Warm-up exercise: Discussion and examples of good and bad experiences on teams
   c. Team development: How teams relationships develop over time; natural history of teams
   d. Characteristics for effective teams
      1. Cooperation, participation, mutual respect and understanding
      2. Myths of teamwork
   e. Requirements for effective teams: Interpersonal aspects
      1. Being included, respected and liked - trust, collaboration, involvement
   f. Roles of team members
      1. Role expectation, role conception, role acceptance, role behavior
      2. What role do you play?
   g. Teamwork problems
      1. Dilemmas and barriers
      2. Conflicting Obligations and expectations
      3. Common teamwork problems

3. Communication skills

   a. Communication exercise
   b. Definition, sending and receiving clear messages
   c. Rules of communication
   d. Active listening skills
   e. Two-way communication and perception checking
   f. Styles of communication

INSERVICE TRAINING OUTLINE (page 2)

4. Decision-Making techniques

    a. Parameters of decision-making: Conflict is inevitable for all teams
    b. How are: conflicts resolved, conclusions reached, conflicts expressed or repressed
    c. Decision-Making techniques
    d. Problem-Solving steps

5. Role play (½ hour)

    a. Summary of what happened and why
    b. Discussion of what techniques to use in difficult situations

6. Evaluating the Team Process

    a. Factors Model
    b. Team Evaluation Form
    c. Procedures for evaluating teams

7. Summary

    a. What have you learned?
    b. Review of warm-up exercise on characteristics of effective teams
    c. Listing of teamwork problems and brainstorming ideas to resolve them
    d. Create a definition of an "Ideal Team"
    e. Evaluation of workshop

APPENDIX B

Rosalind Kopfstein, DSW ERIC

ROLES OF TEAM MEMBERS

The Harmonizer - be nice

The Clarifier - providing information

The Doubter or Questioner

The Authority/Expert

The Disinterested Player - withdrawn

The Vetoer or Blocker (that will never work)

The One who Puts off all Decisions (not enough information)

The Game Player or Joker

The Surveyor - asking everyone for an opinion

The Fact-Finder

The Supportive Person - encouraging and getting along with everyone

The Emotional Person - sharing & expressing feelings

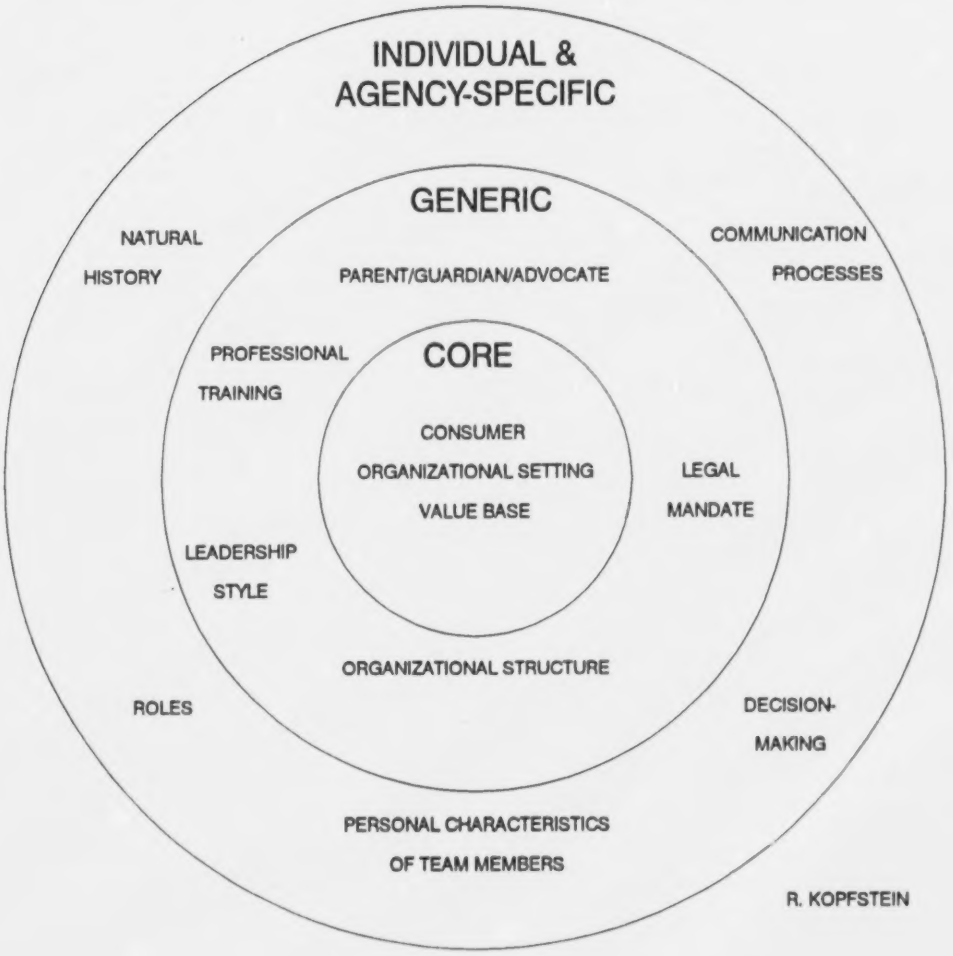
The Aggressor

The Competitor

The Monopolizer

APPENDIX C - FACTORS MODEL

Rosalind Kopfstein, DSW



BIBLIOGRAPHY

Abelson, M. & Woodman, R. (1983). Review of research on team effectiveness: Implications for teams in schools. School Psychology Review, 12(2), 125-136.

Allen, K., Holm, V. & Schiefelbach, R. (Eds.) (1978). Early intervention: A team approach. Baltimore, MD: University Park Press.

Anderlini, L. (1979). The team approach to educational decision-making: Increasing the effectiveness of IEP teams. Los Angeles, CA: University of Southern California, California Regional Resource Center. (ERIC Document Reproduction Service Nos. ED 201 107, 201 108, 201 109, 210 220)

Bailey, D., Jr. (1984). A triaxial model of the interdisciplinary team and group process. Exceptional Children, 53(1), 17-25.

Bailey, D., Simeonsson, R., Yoder, D. & Huntington, G. (1990). Preparing professionals to serve infants and toddlers with handicaps and their families: An integrative analysis across eight disciplines. Exceptional Children, 57(1), 26-35.

Briggs, T. (1973). Identifying team functional roles and specializations. In D. Brieland, T. Briggs, & P. Leunberger. The team model of social work practice (pp. 16-25). Syracuse, NY: Syracuse University School of Social Work - Manpower Monograph #5.

Courtnage, L. & Smith-Davis, J. (1987). Interdisciplinary team training: A national survey of special education teacher training programs. Exceptional Children, 53(5), 451-458.

Dyer, W. (1987). Team building: Issues and alternatives (2nd ed.). Reading, MA: Addison-Wesley.

Garner, G. (1988). Helping others through teamwork: A handbook for professionals. Washington, DC: Child Welfare League of America.

Golin, A. & Ducanis, A. (1981). The interdisciplinary team: A handbook for the education of exceptional children. Rockville, MD: Aspen Systems.

Houle, C., Cyphert, F. & Boggs, D. (1987). Education for the professions. Theory Into Practice, 26(2), 87-93.

Kaiser, S. & Woodman, R. (1985). Multidisciplinary teams and group decision-making techniques: Possible solutions to decision-making problems. School Psychology Review, 14(4), 457-470.

Kane, R. (1976). Interprofessional education and social work: a survey. Social Work in Health Care, 2(2), 19-32.

Kane, R. (1980). Multidisciplinary teamwork in the US: Trends, issues and implications for the social worker. In S. Lonsdale, A. Webb, & T. Briggs (Eds.). Teamwork in the personal social services and health care: British and American perspectives (pp. 138-151). Syracuse, NY: Syracuse Univ. School of Social Work.

Kopfstein, R. (1994) Inservice education for interdisciplinary teamwork: Training and evaluating teams. University Microfilms No. 94-32349.

Larson, C. E. & LaFasto, F.M. (1989). Teamwork: What must go right/what can go wrong. Newbury Park, CA: Sage Publications.

Lowe, J. & Herranen, M. (1981). Understanding teamwork: another look at the concepts. Social Work in Health Care, 7(2), 1-11.

Lynch, V. (Ed.) (1991). Educational teaming trainer's kit. Program Development Services. Seattle, WA: University of Washington.

Orelove, F. & Sobsey, D. (1987). Educating children with multiple disabilities: a transdisciplinary approach. Baltimore, MD: Paul H. Brookes.

Pfeiffer, S. (1981). Facilitating effective team decision making. In M. Gaasholt & N. Harding (Eds.) Organizing for Change: Inservice and staff development in special education (pp. 99-117). ERIC Document Reproduction Service ED 213160.

Sands, R. & Stafford, J. & McClelland, M. (1990). 'I beg to differ': Conflict in the interdisciplinary team. Social Work in Health Care, 14(3), 55-72.

Tichy, N. (1974). Health care teams: An annotated bibliography. NY: Praeger Publishers.

Vatour, J.A.C. & Rucker, C. (1977). The efficacy of child study teams. In J.A.C. Vatour (Ed.) Child study team training programs: Book of readings (pp. 1-10). Austin, TX: Special Education Associates.

Yoshida, R. (1983). Are multidisciplinary teams worth the investment? School Psychology Review, 12(2), 137-143.